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ABSTRACT

Presented is the report on a practicum to implement a series of activities to assist Directors of Special Education in the task of personnel identification and selection. Specific issues considered are skills or competencies in special education staff roles, guidelines for special education certification in Texas, and practices and techniques in the selection of special education personnel. Reviewed are the following practicum activities: conducting a needs assessment to identify problem areas in the selection of special education staff; surveying the literature for results of research on effective competencies for successful special education staff; designing and publishing a self-study source book on staff selection for Directors of Special Education; designing and implementing a seminar for Special Education Directors on "Changing the Staff Selection Process in Special Education"; disseminating a source book to a large population of individuals involved in staff selection on the public school, college, and university settings; making observations of interviews conducted by a target population of directors who undertook self-study of the source book; designing and using numerous instruments applicable to the practicum activities; analyzing and reporting results of the data collected; and conducting formative and summative evaluation activities. Appendixes include a practicum design chart, a staff selection checklist, and a chart of the evaluation model. (SBH)

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JUL 19 1976

CHANGING THE STAFF SELECTION PROCESS FOR SPECIAL EDUCATION

OTILIA V. VIDAURRI

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University.

EC100253

Austin Cluster
Dr. Bowden

June 25, 1976
MAXI II REPORT

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ABSTRACT

ABSTRACT

The purpose of this practicum is to implement a series of activities that will change the staff selection process in special education. It is a concerted effort to assist Directors of Special Education in the complex task of personnel identification and selection. The specific issues considered are as follows:

- Skills or competencies expected in Special Education staff roles

  The administrators responsible for the selection of special education staff need to be aware of the knowledge, skills, and competencies that each special education role entails. The roles to be considered involve instructional units, supervisory and para-professionals roles.

- Guidelines for Special Education Certification in Texas

  Guidelines for certification of Special Education staff in Texas can be overwhelming to a new director and, in some cases, are perplexing even to experienced directors of special education.

- Practices and Techniques in the Selection of Special Education Personnel

  The staff selection process involves the recruitment, selection, assignment, and orientation of personnel. The effective selection of staff may be the responsibility of several staff members in a district who are usually not trained in the staff selection process. Numerous techniques are applied and awareness and skill in their implementation may be the difference between an excellent choice of school staff or a costly error to the district and to the students affected by the ineffective selection.

A practicum addressing the concerns stated above was planned, designed, and implemented. The series of activities carried out by the practitioner are as follows:

- Conducting a needs assessment to identify problem areas in the selection of special education staff.
- Surveying the literature for results of research on effective competencies for successful special education staff.

- Designing and publishing a self-study source book on staff selection for Directors of Special Education.
- Designing and implementing a seminar for Special Education Directors on "Changing the Staff Selection Process in Special Education."
- Disseminating a source book to a large population of persons involved in staff selection on the public school, college, and university settings.
- Making observations of interviews conducted by a target population of directors who undertook self-study of source book.
- Designing and using numerous instruments applicable to the practicum activities.
- Analyzing and reporting results of data collected.
- Conducting formative and summative evaluation activities.

All of the activities were implemented as planned and described in the practicum report. Evaluation results indicate that the practicum met its objective which was to change or to make an impact on the staff selection process in Special Education for the target group involved with the practicum.

INTRODUCTION

INTRODUCTION

One of the most important administrative functions for Directors of Special Education is that of staff selection. The complexity of the process is determined by the size of the school district. The larger the district the greater the number of persons who may be involved in identifying staff. Very few districts provide training to the district staff involved in the staff selection process. The usual procedures applied are personal interviews and review of the reference folder.

The practitioner is concerned with the procedure of staff selection for special education. The ultimate goal is to influence change with the result being improvement in the staff selection process for special education.

To reach this goal the practitioner implemented the activities noted as follows:

- To review the literature in order to identify competencies desirable in the selected special education roles.

  The survey of the literature was conducted at several libraries of local colleges and universities. Research studies were reviewed and analyzed to identify desirable competencies in instructional, supervisory, and paraprofessional staff.

- To design and disseminate a manual on staff selection practices, techniques, and other data.

  The manual contains information on the traditional staff selection practices and some other procedures that are possible in the identification of staff but are not currently being used. It also contains the guidelines for special education certification in Texas, competencies on selected staff roles, and some special education role descriptions.

- To plan and implement a seminar for Directors of Special Education on practices and techniques on staff selection.

  A seminar on "Changing the Staff Selection Process" in Special Education was designed and implemented for area Directors of Special Education. Techniques and practices in school staff selection were presented by practitioner.

- To disseminate source book to Directors of Special Education, and other colleagues in education.

  The source book was sent to colleagues in the region as well as other parts of the state for their review and evaluation. Revisions suggested were made.

- To observe interviews conducted by target population of Special Education Directors.

  Interviews by Directors of Special Education were observed by the practitioner who noted, on checklist, techniques and practices used during the session.

- To evaluate the series of activities planned for the practicum.

  Formative and summative evaluation activities using instruments designed by the practitioner were completed.

The practitioner worked on the practicum from July 1975 to June, 1976. The activities were implemented and were well received by colleagues involved in the various activities. The source book self-study by the target population, the seminar, the dissemination to colleagues of the source book, and the observations of interviews were implemented and evaluated by participants as effective.

STATEMENT OF PROBLEM

STATEMENT OF THE PROBLEM

Special Education Directors, both experienced and new to the role, frequently face the problem of staff selection. What are the desirable competencies for the special education staff who will be responsible for helping children with a complexity of learning, emotional, and physical problems? Another phase of the same concern is what is the process to ensure the most effective selection of staff?

Staff selection involves numerous functions such as recruitment, selection, assignment, orientation, and many others. For the purpose of this practicum, the selection process is being emphasized since this is the area in which Directors of Special Education are greatly involved.

The specific problem areas identified by the practitioner are as follows:

- Lack of awareness by the numerous persons selecting special education staff of the skills and competencies highly desirable in the special education personnel.

- Numerous school administrators are involved in staff selection depending on the size of the school district and the Special Education Program. Some of these administrators have not been formally trained to select school staff. Great skill is needed to effectively select school staff. The success of any program rests on the strengths of its staff and therefore the importance of staff selection cannot be overemphasized.

- Clarify and compile certification guidelines for special education in the state of Texas.

  There are many intricacies related to the guidelines for certification in Texas for special education personnel. Much of this information is usually assimilated by a director through actual involvement in a situation with an applicant. Special Education Directors work very closely with Directors of Personnel in the interpretation of guidelines as well as in other aspects of staff selection.

The purpose of the practicum is to address these concerns and to influence change with the end result being improvement in staff selection process for special education.

REVIEW OF THE LITERATURE

REVIEW OF THE LITERATURE

A brief review of the literature indicates that there are a number of research studies related to teacher qualifications. There is a paucity of studies relating to the competencies and skills for supportive roles in special education. The discussion of studies reviewed, therefore, will be limited to the role of the special education teacher and the teacher's perceptions, skills, and characteristics.

The answer to what is good teaching has been the primary concern of innumerable research studies. The past fifty years have seen the development of the concepts of good teaching based on a behavior characteristic, Combs (1974). A new psychology has appeared on the scene that is moving toward a humanistic view.

The act of teaching is an act of self-expression by the teacher which reflects the essence of the person. The teacher who is attuned to himself and to the significances of the teaching process realizes that by encouraging student growth he humanizes himself and his students by changing awareness into action, Pine (1975, 108; 1976, 313).

The humanistic approach finds expression in practices that are designed to facilitate learning rather than to control or direct it. Arthur W. Combs has engaged in a series of research studies to measure whether people's beliefs about good professional workers' perceptions were actually correct. The studies included several types of teachers, Episcopal priests, and counselors. The hypotheses were verified to a greater degree than expected by the researchers.

> "Applying the findings of these studies to education it appears that good teachers can be clearly distinguished from poor ones with respect to the following beliefs about people:

Able-Unable. The good teacher perceives other as having the capacities to deal with their problems successfully. He believes that they can find adequate solutions to events, as opposed to doubting the capacity of people to handle themselves and their lives.

Friendly-Unfriendly. The good teacher sees others as being friendly and enhancing. He does not regard them as threatening to himself but rather sees them as essentially well-intentioned rather than evil-intentioned.

Worthy-Unworthy. The good teacher tends to see other people as being worthy rather than unworthy. He sees them as possessing a dignity and integrity that must be respected and maintained rather than seeing them as unimportant, as people whose integrity may be violated or treated as of little account.

Internally-Externally Motivated. The good teacher sees people and their behavior as essentially developing from within rather than as a product of external events to be molded and manipulated; he sees people as creative and dynamic rather than passive or inert.

Dependable-Undependable. The good teacher sees people as essentially trustworthy and dependable in the sense of behaving in a lawful way. He regards their behavior as understandable rather than capricious, unpredictable, or negative.

Helpful-Hindering. The good teacher sees people as being potentially fulfilling and enhancing to self rather than impeding or threatening. He regards people as important sources of satisfaction rather than sources of frustration and suspicion."

Allan and Berkeley (1976, 390) state that the concept of teaching as a commitment to making a difference calls for a combination of confidence, competence, and caring. If education is going to meet the individual needs of children, the teacher needs to consider changes in his individual self, the curriculum he teaches, the manner in which he teaches and thinks about children.

Humanness in a teacher can be developed and encouraged, Combs, (1974). An awareness of his cultural and personal life style will assist the teacher to sense the uniqueness in his students who differ from him in expression and perception. Teachers, like students, also need an opportunity for emotional enrichment and humanizing experiences that will lead to self-growth, Pine (1974, 109).

Amidon and Flanders (, p. 3) state that the primary role of the teacher--special or regular education teacher--is to guide the learning activities of children. As he helps children to learn through classroom activities, he interacts, both with individual children and with groups. The communication skills that the teacher has will determine the degree to which his influence will affect the children.

According to Amidon and Flanders the most important classroom verbal behaviors needed by a teacher are the following:

"(1) ability to accept, clarify, and use ideas,

(2) ability to accept and clarify emotional expression,

(3) ability to relate emotional expression to ideas,

(4) ability to state objectively a point of view,

(5) ability to reflect accurately the ideas of others,

(6) ability to summarize ideas presented in group discusssions,

(7) ability to communicate encouragement,

(8) ability to question others without causing defensive behavior,

and (9) ability to use criticism with the least possible harm to the status of the recipient."

Ryans' (1963) Teacher Characteristics Study, a project of the American Council on Education and the Grant Foundation, represents one of the most extensive research programs directed at the objective study of teachers. Approximately 6,000 teachers participated in the 100 research studies. The focus of the study was aimed at the identification of "effective teachers." Emphasis was also placed on the development of a prognostic instrument; to this end, teacher intellectual and emotional characteristics and classroom behavior patterns were studied.

Some studies investigated, through classroom observations, the relationship between teacher and pupil behaviors; others surveyed teachers through written inventories concerning their attitudes and preferences; others compared teacher survey responses according to group membership (i.e. younger versus older teachers, married versus unmarried teachers).

Survey materials used in the study were combined to form the Teacher Characteristic Schedule, which describes aspects of the teacher attitudes, biographical information, and personal preferences. Although the attempt did not succeed, Ryans was able to factor out three separate patterns of teacher behavior: (a) warm, understanding, friendly versus aloof, egocentric, restricted teacher behavior; (b) responsible, businesslike, systematic versus evading, unplanned, slipshod teacher behavior; (c) stimulating, imaginative versus dull, routine teacher behavior. These patterns are highly correlated among married elementary teachers, but less high among secondary teachers, although single secondary teachers tended to possess more of the warm, stimulating characteristics than did married secondary teachers.

Ryans' research noted that pupil classroom behavior did not seem to be related to teacher attitudes toward administrators, other teachers, or the pupils

themselves. Both elementary and secondary male teachers tended to be more emotionally stable than female teachers; other sex differences pertained solely to grade level taught. For instance, women in elementary school were more traditional in classroom behaviors and more responsible and businesslike. At the secondary level, women were significantly friendlier, less traditional than men, and more favorable in attitudes toward students. Also, marital status characteristics varied according to grade level. Married elementary teachers were more businesslike and child-centered; single secondary teachers also scored high on these variables. In age comparison, older teachers were significantly more traditional than younger teachers.

The study did not result in a list of traits desirable in a "good" teacher which would allow an administrator hiring teachers to distinguish effective teachers but it did provide a comprehensive study of personality traits which are related to teaching.

McIntyre (1966, 6) contends that our concern with predictability of behavior will not be resolved any time in the near future. Specific criteria and more specific predictor variables to forecast an individual's every move will probably never be a reality.

Good teaching, Arthur Combs (1974, 6) states, is an intensely personal matter. One learns to use one's self as an instrument; it is a problem of personal discovery.

Summary

The brief review of the literature indicates a movement toward a more human approach to teaching. Some studies identify a "good" teacher by their perceptions of others. Amidon cites numerous verbal behaviors that are crucial of a teacher is to be effective. An extensive study of teacher characteristics conducted by Ryans succeeded in identifying certain patterns of teacher behavior. Specific criteria to predict teacher performance or behaviors

in the classroom will not be a reality soon. The more open or "normal" a person is the more difficult it is to predict behavior, McIntyre states.

IMPLEMENTING THE PRACTICUM

A needs assessment was conducted through interviews with a selected number of special education directors. Both new directors of special education and directors with numerous years of experience were interviewed by the practitioner to elicit their concerns relating to procedures of staff selection for special education.

The Mini-course Self-Study was undertaken by a target group of Special Education Directors. A pre and post test and an evaluation instrument were completed by the participants in the activity. The source book on self selection information was used for the self-study.

Changing the Staff Selection Process in Special Education was the title assigned the seminar implemented by the practitioner on May 26, 1976 for the Directors of Special Education in the San Antonio area. It was well attended and evaluated as having met its objectives.

Dissemination of the Source Book was completed in June of 1976. It was sent to a select number of administrators of special education and other professionals concerned and involved in staff selection. Sixteen administrators returned the evaluation form out of 22 that were mailed out.

Observations conducted by the practitioner by some of the members of the target population who participated in the self-study were implemented for the purpose of determining the degree of application of techniques for staff selection outline in the source book.

Extent to Which Practicum was Implemented

The chart of activities included in the Maxi II proposal clearly delineated tasks to be completed as part of the practicum. In order to monitor the extent to which the intent of the Maxi II proposal was achieved, the proposed activities were checked with actual performance. See Chart that follows.

IMPLEMENTING THE PRACTICUM

Practicum Objectives

The objectives identified for the practicum address the problem very specifically. They are as follows:

1. To conduct a needs assessment to identify problem areas in the planning and selection of staff for special education programs.
2. To collect, analyze, and organize data into practicum activities.
3. To implement a series of activities to influence a change for improving the process of staff selection in special education programs.
4. To conduct formative and summative evaluation of activities.

The practicum activities are clearly outlined in the Practicum Design Chart. Contained in the chart is the time-line and the evaluation procedures to be followed. This format provides clear directions and assists the practitioner in the implementation of the activities. See Appendix A, p. .

Executing the Practicum

The practicum activities were initiated in July 1975 and completed in June, 1976. The staff selection process in special education is the problem addressed by the practitioner. The activities are planned and designed to influence change in the selection of special education staff. The series of activities which comprise the practicum was completed by the practitioner with some modifications in the time-line. A brief description of what was accomplished by each activity follows.

A review of the literature was completed during the fall of 1975 with the purpose of identifying information relating to competencies desirable in selected special education roles.

Data was found on teacher competencies, characteristics and traits but none was available on certain supervisory roles.

CHART 1.

PROPOSED ACTIVITIES	ACTUAL PERFORMANCE
PLANNING PRACTICUM	
1. Design interview form for use in interviews.	1. Interview form was designed, printed between September 10 - 20, 1975.
2. Needs assessment was conducted through interviews with Directors of Special Education Personnel, State Education Agency, and College Special Education staff.	2. Nine interviews were conducted during September and October, 1975.
3. Survey literature for research outcomes on desirable competencies for special education staff.	3. Survey completed November 30, 1975.
DESIGNING & DEVELOPING PRACTICUM	
1. Collect and analyze data from review of literature on competencies.	1. Activity completed but it took longer than anticipated. Task completed December 15, 1975.
2. Collect and analyze data from interviews with directors and college staffs.	2. Activity completed by December 1, 1975.
3. Plan, design and complete mini-course to be used in self-study by target population of Special Education Directors.	3. Activity took longer than anticipated. Source book compiled for target group of Special Education Directors. Time-line: November 15 through April 30, 1976.
4. Plan and design seminar for special education directors in the region on "Changing the Staff Selection Process in Special Education."	4. Task completed May 5, 1976.
5. Plan and design pre-post test for source book and evaluation forms.	5. Forms completed on target - March 20 - March 25, 1976.
6. Plan and design checklist for use by practitioner in observations of interviews by target group of Special Education Directors.	6. Check list completed April 10 - 12, 1976.

PROPOSED ACTIVITIES	ACTUAL PERFORMANCE
7. Plan and design an evaluation instrument for the seminar.	7. Task completed on May 5, 1976.
*8. Practitioner flew to Dallas to observe training session by SRI on the Teacher Perceiver Interview Guide.	*8. April 23, 24, 1976 practitioner participated in the training. This activity was added. Practitioner felt need to see training sessions for the SRI Teacher Perceiver Interview Guide.
IMPLEMENTING PRACTICUM	
1. Present plan of activities to Advisory Council for review and critique.	1. Task accomplished on an individual basis due to the busy schedule of three persons involved - January - April, 1976.
2. Conduct Seminar (for area Directors of Special Education on the staff selection process.	2. May 26, 1976.
3. Self-study undertaken by target group Special Education Directors in the region.	3. Activity conducted during May and June, 1976.
4. Disseminate source books to large area of special education personnel.	4. Activity conducted during the week of April 26, 1976.
5. Observations of interviews by target group doing self-study with source book.	5. Six observations conducted between May 10 and June 4, 1976. Two observations per director for a total of six observations.
6. Apply information gathered for source book to teacher interviews conducted by practitioner.	6. Have applied and am still applying data gathered for source book in my own interviews for the Dept. of Special Education.
EVALUATION OF PRACTICUM	
1. Formative evaluation through use of instruments during practicum activities.	1. Tasks accomplished March - May, 1976.

PROPOSED ACTIVITIES	ACTUAL PERFORMANCE
2. Summative evaluation through analysis and summary of the data from the observation check list.	2. Task completed May 18, 1976.
3. Analysis of time element in the selection of staff for Dept. of Special Education.	3. Task completed by May 20, 1976.
4. Narrative description of evaluation activities.	4. Task accomplished by May 20, 1976.
WRITING REPORT	
1. Write report.	1. Task completed by June 25, 1976.

*This activity was added by practitioner who deemed it necessary for data gathering.

Needs Assessment

A needs assessment was conducted by the practitioner during October and November of 1975 emphasizing primarily the assessing of needs for new directors of special education as related to the staff selection process. As a result of informal conversations on the practicum activities with directors of special education who have been administrators for numerous years, it became apparent that staff selection procedures are also a concern to them. Their needs and concerns were also assessed and noted.

Needs in the staff selection process were also discussed with state education agency staff and with college and university staff. Their concerns had, of course, a different perspective. The state education agency staff members with whom I spoke were very helpful in several areas. Their assistance provided some of the information that will help to clarify some of the needs expressed by the directors. The information provided included certification guidelines as well as descriptions on competencies and skills for several staff roles in special education.

The college and university staff with whom I discussed staff selection processes had allied concerns. The main view was that the screening process for teachers and administrators going into training at the college and university level was not selecting "blue-ribbon" candidates. There are several points in their formal training where quality control could be exerted.

All of the data from the interviews was reviewed and analyzed. The needs identified covered the gamut from screening of candidates for teachers and administrators to certification questions for special education staff. The new directors identified numerous needs in the staff selection process and they tended to add needs in other areas of the program not related to staff selection. The needs identified by a group of directors of special education in the San Antonio area were noted by the practitioner. Needs identified were as follows:

- Identification and assessment of competencies for special education staff were fairly universal need identified.

  How do you assess teacher competencies and effectiveness? Good grades on a transcript are good indicators of a teacher's mastery of technical knowledge but can the administrator determine that the knowledge will be transferred into effective action that will benefit the students?

- Teacher personality was another concern expressed by the directors of Special Education.

  A director cited several instances in which teachers were highly competent in instructional techniques but their personality traits made them ineffective as part of the school instructional team. The main trait mentioned was inflexibility.

- Directors need specific training in the procedures of staff identification and selection.

  Most of the directors admitted that the selection of staff was a very subjective process. They reviewed the data collected by the Department of Personnel but there is no objective method involved in the selection.

- A need for certification standards to be compiled in a guide or handbook for easy accessibility and to help clarify questions and concerns on certification requirements was identified as a need.

  Directors of Special Education were not aware of the state education agency guide that was disseminated this year for the first time to all districts in Texas. It will serve as another resource to administrators. There will still be some cases that will require individual interpretation by the state agency staff. The guide will clarify the type of certification needed for specific instructional needs and classroom arrangements.

- All directors expressed interest in exploring staff selection procedures being used currently in education.

  The directors discussed the traditional techniques used in staff selection but none was familiar with such techniques as sociometrics and simulations being used in other areas of education. They expressed an interest in exploring this further through other discussions. They encouraged the practitioner to compile information on staff selection into a guide.

- At the college and university setting a need exists to monitor more effectively the selection of candidates for teacher and administrator training programs.

  The institutions of higher education involved in teacher training have a responsibility to screen candidates rushing to enter the field of education. The screening devices or instruments that can do this effectively do not exist now. Additionally, the prediction of human behaviors for "normal" people is almost impossible.

Mini-Course Self-Study

As a result of the needs assessment conducted by the practitioner with the Directors of Special Education in the San Antonio area some state special education officials, and college and university staff, it became evident that a guide or manual on the procedures of staff selection would be a welcome resource in addressing the problem that exists. The discussions with the directors of special education and other professional persons who were functioning as an Advisory Council resulted in giving the practitioner the direction needed for the initial draft.

The name for the booklet was the first task. The terms source book and manual were considered as a sub-title in the designing of the booklet. Webster's dictionary describes source book as a book of fundamental documents, records, etc., which serve as first hand or primary sources of information for the study of a subject. The term manual is described as a small reference book, specially one giving instructions - a guidebook or a handbook. The initial draft was called a source book as part of the sub-title.

Five sections were identified for development based on the needs that had been identified. The five sections were as follows:

Part I. Recommended Competencies for Special Education Roles

Part II. Guidelines for Special Education Certification in Texas

Part III. Practices and Techniques in the Selection of Personnel

Part IV. Special Education Role Descriptions

Part V. Challenges for the Future

The first part described competencies of selected special education instructional roles. In the Texas Plan for Special Education, there are eleven possible teacher roles and classroom arrangements to provide truly comprehensive services. The supportive staff described in the booklet include the administrator or director, supervisor, educational diagnostician, counselor, and psychologist. Competencies and skills desirable in a classroom aide are also described.

Part II consists of the guidelines for certification of special education which were extracted from the new state guide on school personnel. Part III addresses the practices and techniques in the selection of school staff. Numerous techniques are briefly and succinctly described. Part IV contains descriptions of roles usually found in a special education program that could be used as a reference in the development of roles for a new program. Part V was developed as a section on challenges for the future as perceived by persons reviewing the manual.

A pre and post test for the source book was designed by the practitioner. See Appendix B, p. 59 . Also developed was an evaluation form to assess the effectiveness of the source book.

The initial draft of the source book was used as a mini-course self-study by five Directors of Special Education. In the San Antonio area there are eleven Directors of Special Education. Of the five who agreed to the self-study, two have had over ten years experience as Directors of Special Education. The other three are completing their first year as directors. They represent urban, suburban, rural, and a military cooperative program of special education.

(N = 5)	Number	Percentage
Suburban	2	18%
Urban	1	9%
Cluster or Coop.	1	9%
Rural	1	9%

Figure 1. Types of Districts

The district sizes and student populations represented by the target population of directors of special education who reviewed and studied the source book are as follows:

District Size		Student Population	
500 - 5,000	1	100 - 300	1
5,000 - 10,000	2	301 - 500	1
10,000 - 25,000	1	501 - 700	2
25,000 - 35,000	1	3,000 - 5,000	1

Figure 2. Districts Size and Student Population

The five districts offer services to special education students that represent a very comprehensive array of services. See Table 1.

TABLE 1.

Special Education Services Offered By Self Study Target Group

Programs	Number of districts
Early Childhood Ed. for H.	5
Educable Mentally Retarded	5
Trainable Mentally Retarded	5
Minimally Brain Injured	5
Language/Learning Disabled	5
Emotionally Disturbed	5
Deaf	1
Hard of Hearing	2
Blind	1
Visually Handicapped	2
Deaf-Blind	3
Speech	5
Physically Handicapped	2
Homebound	4
Vocational Adj. Coord.	4
Contracted Services	5

Mini-Course Self-Study Evaluation: The directors who undertook the mini-course self-study were given the pre test during May and June. They reviewed and studied the source book as their time permitted. Informal discussion on staff selection practices also occurred informally. The post test was self-administered and was returned to the practitioner. The evaluation form to assess the effectiveness of the source book was also returned at this time.

The results of the self-study pre and post test scores are noted on Table 2.

The Directors of Special Education participating in the self-study made significant gains. Correct pre and post scores were as follows:

TABLE 2.

Correct Scores on Pre/Post Test for Self-Study by Target Groups

	Pre		Post		Gain	
	Correct Score		Correct Scores			
	No.	%	No.	%	No.	%
Participant No. 1	9	56%	16	100%	7	44%
Participant No. 2	11	69%	16	100%	5	31%
Participant No. 3	7	44%	16	100%	9	56%

Table 3 on the following page graphically describes participants responses to each of the test questions. Four out of 12 questions had a 100% in correct responses; two had a gain of 67%; four showed a gain of 33%; and six of the test questions showed no gain at all.

TABLE 3.

Self-Study Test Staff Selection Process for Special Education

(N = 3)

	PRE		POST		GAIN	
	Correct Responses No.	%	Correct Responses No.	%	No.	%
CERTIFICATION STANDARDS						
(1) Teachers must be certified at the time of service in special areas regardless of the source of funds.	2	67%	3	100%	1	33%
(2) Teachers certificate may be cancelled by law under certain circumstances:						
- Conducting or teaching school in violation of state laws	3	100%	3	100%	-	-
- Substantiated evidence teacher unworthy to teach youth		100%	3	100%	-	-
- Substantiated evidence teacher mentally ill	0	0	3	100%	-	-
(3) Special Education areas are awarded endorsements to teacher certificates; two areas awarded certificates are as follows:						
- Blind and Physically Handicapped						
- Deaf and Blind	0	0	3	100%	3	100%
- Deaf Educ. and Communication Disorders						
(4) No special certification is needed to teach in following assignments -						
- Homebound or hospitalization class	2	67%	3	100%	1	33%
- Pregnant students class	2	67%	3	100%	1	33%
- Physically handicapped class	1	33%	3	100%	2	67%
(5) Special Assignment Permits are available to persons on Provisional Certificates assigned to area not covered by their certification.	3	100%	3	100%	-	-
(6) Special Assignment Permits are not issued for blind and deaf areas.	1	33%	3	100%	2	67%

	PRE		POST		GAIN	
	Correct Responses No.	%	Correct Responses No.	%	No.	%
STAFF SELECTION PRACTICES						
(7) Interviews, reference checking, and transcripts are subjective but very reliable tools for staff selection.	0	-	3	100%	3	100%
(8) Interviewing is an acquired skill which draws on science in several of its aspects.	2	67%	3	100%	1	33%
(9) Research indicates that interviews are best for measuring persuasiveness.	0	-	3	100%	3	100%
(10) Sociometrics is peer rating.	3	100%	3	100%	0	-
(11) Employers have experienced great success when hiring the handicapped.	3	100%	3	100%	0	-
(12) The Teacher Perceiver Interview Guide can be used to plan a self-improvement program for teachers.	0	-	3	100%	3	100%

The five Directors of Special Education who comprise the target group for the self-study also evaluated the source book. The results of their evaluation follows. The extent to which the objectives were met was rated to a High Degree by 60% of the directors. The second question referred to the level of awareness reached by the participants on the staff selection process. Three (or 60%) directors noted a high awareness. The description of competencies, question three, and the assistance it provided was rated at 80%; one direction did not express an opinion. Question four dealing with the guidelines for certification of special education staff was rated very clear by three (or 60%) and two rated it as clear (or 40%). Sixty percent of the respondents evaluated question five, practices and techniques in staff selection as most helpful. Question six on role descriptions was rated as most helpful by 60% of the directors. The last question did not receive a high rating and 40% expressed no opinion. The specific evaluation results are described on TABLE 4. Please see next page.

TABLE 4.

Evaluation of Source Book
by
Self-Study Target Group
(N = 5)

1. To what degree were objectives of the source book met?

		No.	%
Highest Degree	(5)	3	60%
High Degree	(4)	2	40%
No Opinion	(3)	0	0%
Low Degree	(1-2)	0	0%

2. Have reached a higher level of awareness of the staff selection process for special education.

Highest Awareness	3	60%
High Awareness	2	40%
No Opinion	0	0%
No Awareness	0	0%

3. Description of competencies were of assistance.

Greatest Assistance	4	80%
No Opinion	1	20%
No Assistance	0	0%

4. Guidelines for certification of special education staff were clearly described.

Very Clear	3	60%
Somewhat Clear	2	40%
No Opinion	0	0%
Not Clear	0	0%

5. The section on practices in the selection of staff were helpful.

Most Helpful	3	60%
Somewhat Helpful	1	20%
No Opinion	1	20%
Not Helpful	0	0%

6. Special Education role descriptions clarified role responsibilities.

Most Helpful	3	60%
Somewhat Helpful	1	20%
No Opinion	0	0%
Not Helpful	1	20%

7. Section on "Challenges for the Future" is relevant.

Very Relevant	1	20%
Somewhat Relevant	2	40%
No Opinion	1	20%
Not Relevant	0	0%

Seminar "Changing the Staff Selection Process in Special Education"

One of the activities implemented by the practitioner as an integral part of the practicum was a seminar on "Changing the Staff Selection Process." It was the one occasion in which a majority of the persons involved in some manner with the practicum could come together. It afforded the practitioner the opportunity to share the information gathered. Specifically the objectives identified for the seminar were as follows.

(1) The Special Education Directors present will reach a greater understanding of a more effective process of staff selection.

(2) The Special Education Directors will share staff selection procedures and techniques with colleagues.

The initial date planned for the seminar was May 12th but it was rescheduled for May 26th. In order to keep on task, the practitioner prepared a checklist of tasks needed to prepare for the seminar. The tasks are not listed sequentially since numerous tasks were being prepared simultaneously. It was used to document the progress and completion of each of the tasks. A check in both columns indicated immediately to the practitioner that the task was completed and ready for the seminar. See checklist that follows.

CHECKLIST OF TASKS TO PREPARE FOR SEMINAR

	In Progress	Completed
• Make arrangements for meeting place		
• Make arrangements for A-V equipment - (overhead & videocorder & TV)		
• Plan and organize seminar activities- date, place ...		
• Prepare program agenda		
• Type agenda and duplicate		
• Plan and design evaluation instrument for seminar		
• Type and duplicate evaluation instrument		
• Prepare letters of invitation		
• Type, duplicate letters of invitation		
• Mail letters to all Directors of Special Education (11) in S.A. area		
• Observe SRI Training Session on the Teacher Perceiver Interviewer Guide in Dallas, Texas - April 23, 24, 1976.		
• Prepare handouts for participants		
• Prepare source book		
• Prepare transparencies for presentation		
• Call SRI (Lincoln, Neb.) and arrange for delivery of video-tape on TPI guide		
• Make arrangements for coffee and lunch for participants		

The seminar took place at Marion Hall - Incarnate Word College on May 26, 1976 from 10:00 a.m. to 1:30 p.m. The agenda, presented by the practitioner was as follows:

SEMINAR AGENDA

IWC - Marion Hall
May 26, 1976 Time: 10:00 - 1:30 p.m.

"Changing the Staff Selection Process"

9:45 - 10:00 - Coffee and Rolls

10:00 - 10:15 - Introduction and Overview

10:15 - 10:45 - PRACTICES IN STAFFING SCHOOLS - or
What else is there to know about staff selection techniques?

10:45 - 11:00 - What is the TEACHER PERCEIVER INTERVIEW GUIDE?

11:00 - 11:15 - Video-tape of Interview Using the TPI Guide

11:15 - 12:00 - Small Groups - Reaction to Presentations

12:00 - 1:00 - LUNCH

1:00 - 1:30 - Sharing Session - Staff Selection Procedures and
Forms from Several Districts
Evaluation of Seminar

HANDOUT: CHANGING THE STAFF SELECTION PROCESS: A source book for Directors of Special Education.

A letter of invitation, prepared by the practitioner, was mailed to the ten Directors of Special Education and the Personnel Director of a Special Education Coop. See Appendix C, 61 for copy of letter. Of the twelve invited, eight of 73% attended the seminar. They were informed that the seminar was one of a series of activities being implemented by the practitioner as partial fulfillment for a doctoral degree.

A brief description of this group of directors will give the reader of this practicum a greater insight into the make-up of the participants. The practitioner feels that this group, and the practitioner is part of it, is quite unique in the state of Texas and maybe even in the country. For the past thirteen years the Directors of Special Education in the San Antonio area have been meeting several times a year. The initial group consisted of seven directors and it has grown over the years to encompass a region (ESC-Region XX) and the Directors of Special Education in it. The current group consists of about 25-30 persons in administrative roles. The group elects a president, vice-president, and secretary but it follows a very informal procedure at the meetings. There are no dues involved. The meetings are scheduled as needed in order to address concerns and issues of a general nature. To our knowledge it is the only group of Directors of Special Education in the state of Texas that meets regularly at the local level. The group calls itself Region CASE (Council of Administrators for Special Education). The Texas Education Agency has, on occasion, used our meetings to disseminate information and to get our input on revisions to special education guidelines or other matters. The group is very active on the legislative scene and provides leadership in this area. It is a group that is now congenial - this was not always the case - but it represents diversified points of view and a cross-section of districts from one with 3,000 student population to one with 75,000 student population.

The seminar started promptly at 10:00 a.m. with a few words of welcome from a representative of Incarnate Word College. The first item on the agenda - "Practices in Staffing Schools - or What Else Is There to Know About Staff Selection Techniques" was introduced and presented by the practitioner using the source book as a reference and other handouts. Since the group was small, there was great opportunity for interaction during the presentation. The different points of the presentation were followed with interest as evidenced by their questions and comments.

The video-tape presentation on the Teacher Perceiver Interview Guide was well received. The handouts included information on a new guide that can be used in selecting instructional staff. See Appendix D, pg. 62. The video tape demonstrated an interview using the guide and it showed the manner in which an administrator can gain greater insight into the competencies and characteristics of an applicant. It also demonstrated how the information elicited can be used by a principal to plan programs of self-improvement by the teacher using strengths to overcome weaknesses that may exist.

In the session planned for reaction to the presentations, it was decided to remain as one group. The practitioner has one regret about this session, and it is that it was not taped. The initial point that emerged was that we all shared a deep concern about practices in the selection of special education staff.

None of the participants had ever received training - formal or informal - on the process of staff selection. We all agreed that staff selection is an art and it can be learned. We have all developed a certain degree of expertise through years of experience. This expertise included, on occasion, a decision on staff selection made on sheer "gut feeling" or "flying by the seat of your pants!" We got into a reminiscing session and one of the directors recalled the staff selection problems experience ten years ago. His statement was, "If the body walked in, was certified, and warm, he or she was hired!"

They stated that we have now reached a point in the availability of school staff that we can be selective. The usual procedures to choose staff, they noted, were the interview, checking transcripts, and letters of recommendation. The source book and the presentation on the Teacher Perceiver Interview Guide presented other alternatives.

The statement was also made that the combination of several techniques could be a safeguard against an ineffective choice of staff. Someone commented that even if the staff selection process took more time, it would be time well spent. It could prevent a costly mistake in terms of yield of quality education for the students involved.

All the participants expressed a wish to keep the source book even though it was a rough draft. They felt it would be very helpful to them.

The practitioner, with the assistance of a colleague, served a box luncheon on an outside patio of Marion Hall. The conversation among the directors continued to revolve around staff selection.

After lunch the Sharing Session continued in the patio. The discussion indicated that most of the practices and techniques used by the directors in the selection of staff were fairly traditional. One of the directors used situational problems in his interviews which is a technique that is not widely used but is good to consider. Sociometrics, peer relating, was not used by any of the directors present. The "Halo Effect" caused some interesting statements such as, "If she is young and attractive, she automatically gets five points!"

Seminar Evaluation: The practitioner's very subjective evaluation of the participation and reaction to the seminar is simply "fantastic!" I heard comments such as, "It was such a stimulating discussion." I really enjoyed it." . . .It was a very gratifying experience for the practitioner and I am most grateful to the eight directors and to my colleague for assistance with arrangements.

The evaluation results of the participants are described in Table 5. Eighty-seven percent of the participants indicated a very high and high rating in relation to meeting the objectives of the seminar. To the effectiveness of the presentation 37% rated it very high; 63% high; 13% expressed no opinion.

Encouragement of participation by the group was rated as very high by 88% of the participants. Sixty-three percent liked the format. Increase of knowledge and skill was rated as very high by 13%, as high by 75%, and 13% as low. Applicability of information by participants was rated as high and very high for a combination of 74%. Sixty-three percent feel the seminar contributed very highly to their professional growth. Sixty-three percent of the participants feel presenter was highly successful in meeting objectives of the seminar; 37% gave presenter a rating of high.

TABLE 5.

Evaluation of Seminar

(N = 8)

	Very High 5	High 4	No Opinion 3	Low 2-1
1. To what extent were the objectives of the seminar met?	4 50%	3 37%	1 13%	0
2. To what extent was the seminar effective in relation to the information presented?	3 37%	5 63%	0	0
3. To what degree was interaction with participants allowed and encouraged?	7 88%	0	1 13%	0
4. To what extent did you like the manner in which the seminar was structured, and conducted?	5 63%	3 37%	0	0
5. To what extent did you increase your knowledge and skills in the staff selection process?	1 13%	6 75%	0	1 13%
6. To what extend will you be able to apply information presented in the seminar?	3 37%	3 37%	2 25%	0
7. Did the seminar contribute to your professional growth?	5 63%	2 25%	1 13%	0
8. To what degree was presenter successful in assisting you to meet the identified objectives?	5 63%	3 37%	0	0

Dissemination of Sourcebook

The planning of the source book was initiated after the survey of the literature and the interviews with the Directors of Special Education and other professional persons. Two members of the Advisory Council were also consulted on its development.

Based on the input gathered from the sources mentioned above, the review of the literature, and some professional guides and manuals, the first draft of the source book was designed and organized by the practitioner.

The planning and organizing of the source book took a longer period of time than was anticipated by the practitioner. This task was in progress from mid-November 1975 to late March. It was taken to the printer in April. The collating and placing of tabs for easy reading was completed by the practitioner. The entire task was completed by the end of April 1976.

When the activities for the practicum were planned, it was the intention of the practitioner to disseminate the source book to a fairly large group of persons (50-70) in Texas involved in some aspect of Special Education. The realities of the cost of printing as well as the cost of mailing caused the number to be reduced drastically. Thirty copies of the initial draft were printed at a cost of $150.00. The mailing of each book cost about $2.30 each. Eight source books were disseminated personally and fourteen were mailed throughout the State of Texas.

The target group for the dissemination activity was very carefully selected by the practitioner. The persons selected are prominent in their region and/or state; they are professional people in administrative roles in various settings related to special education as well as professors of institutions of higher education. Please see Figure 3 for a specific break-down of the group involved in the dissemination of the source book

Position	Source Book Mailed No.	%	Evaluations Returned No.	%
Director of Special Education	10	45%	6	35%
Coordinator-Special Education	2	09%	2	12%
Other Administrators	2	09%	2	12%
Director of Personnel - Special Ed. Coop.	1	05%	1	05%
Professors of IHE	4	18%	3	18%
Education Service Centers - Staff	3	14%	3	18%
Total	22	100%	17	100%

Figure 3. Target Population for Dissemination of Source Book and Responses

Seventeen evaluations were returned out of the 22 that were disseminated which represents a 77% response. The majority of the positions listed in Figure 3 are self-explanatory. The designation "Other Administrators" represents one assistant superintendent who is responsible for special education and an elementary principal of a special school for handicapped children.

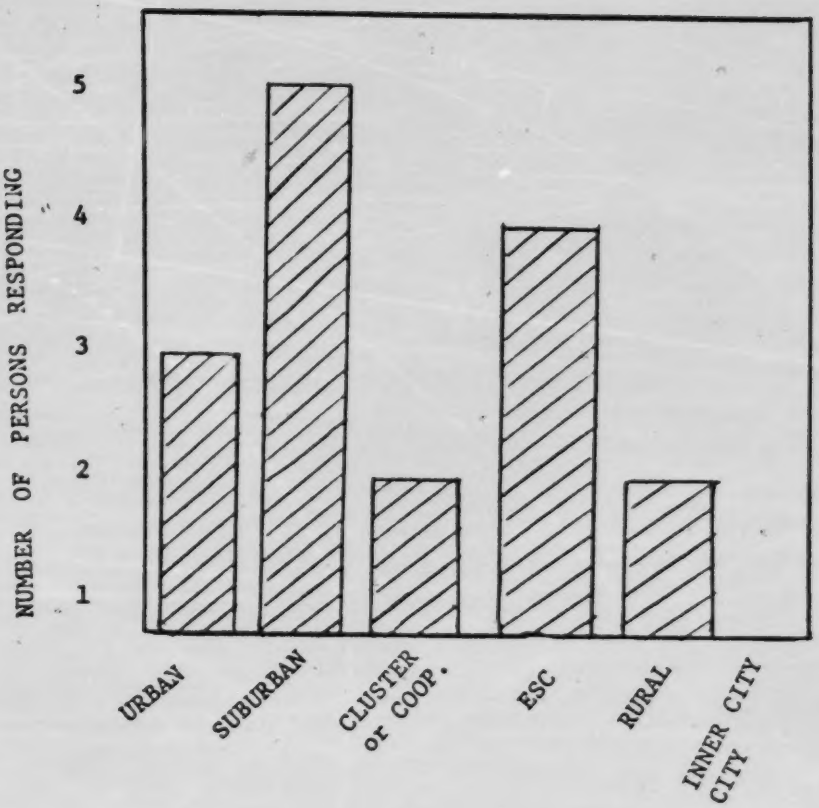

Figure 4. District Types of Target Group for Dissemination of Source Book

Figure 4 graphically indicates the types of districts which the dissemination group represents. The only group not indicated is Inner City. The term may have caused some confusion. The inner city is in the largest urban school district.

The dissemination group represented a wide range in district sizes. Please see Table 6 for a graphic presentation.

TABLE 6.

Size of Districts in Dissemination Group

Size	Number
500 - 10,000	4
10,000 - 25,000	2
25,000 - 50,000	4
50,000 - 100,000	3
100,000 - (ESC Regions)	4

The student population represented by the dissemination group is also varied in range. The smallest number of students indicated is 300 with the largest number of students served by special education programs noted as 5,000. Table 7 is a graphic representation of the student population represented by the dissemination group.

TABLE 7.

Student Populations Represented By DisseminationGGroup

Student Population	Number
100 - 300	1
301 - 501	2
1,001 - 2,000	1
2,001 - 3,000	3
3,001 - 5,000	2
ESC-Region (10,000+)	4
Not Apply (I.H.E.)	3

The special education programs being conducted by the target group to whom the source book was disseminated are quite comprehensive.

The State Plan for Special Education initiated in 1968 in Texas mandates services for children ages three through twenty-one who have mental, physical, and/or emotional problems. School districts have the responsibility of providing an educational program within the district, if possible, or within the immediate community. The programs operated by the dissemination group that returned the evaluation instruments are listed in Table 8.

TABLE 8.

Special Education Programs Administered
By Dissemination Group

Special Education Programs	Number
Early Childhood	14
Educable Mentally Retarded	14
Trainable Mentally Retarded	12
Minimally Brain-Injured	13
Language/Learning Disabilities	13
Emotionally Disturbed	11
Deaf	5
Hard of Hearing	9
Blind	7
Visually Impaired	9
Deaf-Blind	9
Speech	14
Physically Handicapped	11
Homebound	15
VAC (Vocational)	14
Contract Services	12

The packet mailed or presented to the dissemination group contained a letter describing my purpose, the source book, an evaluation instrument, and a self-addressed stamped envelope. See Appendix E, p. 63 for a copy of the letter and Appendix F, p. 64 for a copy of the evaluation tool. The mailing of the packets occurred April 23, 1976.

Dissemination of Source Book Evaluation: The evaluation results of the dissemination of the source book to twenty-two Directors of Special Education

and other professional persons in special education is as follows. The data is based on seventeen responses, out of a possible twenty-two evaluation requests mailed by the practitioner. Table 9 describes the assessment by the 17 respondents.

Their evaluation of the degree to which the objectives were met was scored as "High Degree" by 12 (or 71%) of the respondents. Question 2 referring to the level of awareness on the staff selection process was assessed at "High Awareness" by 11 (or 65%) of the group. Question 3 on competencies of special education roles was graded as of "Great Assistance" by 15 (or 88%). Question 4 on certification guidelines in Texas was given a "Very Clear" by 9 (or 54%) and "Somewhat Clear" by 8 or (47%). The section on practices and techniques in the selection of staff (Question 5) was noted as "Most Helpful" by 11 (or 65%). Role descriptions - Question 6 - rated "Most Helpful" with 13 (or 76%) of the group. Question 7 rating challenges for the future was assessed as "Very Relevant" by 10 or (59%) of the respondents. These questions registered a "No Opinion" in each and question 6 drew 1 (or 6%) "Somewhat Helpful" response. Table 9 describes the evaluation of the value or effectiveness of the source book as perceived by the target group. See Table 9 for a graphic description of the evaluation results.

TABLE 9.

Evaluation of Source Book by
Dissemination Group

(N = 17)

STATEMENT	Number of Responses and Percent			
	Rating 5	Rating 4	No Opinion 3	Rating 1-2
1. Objectives of source book were met.	12 71%	5 29%	1	0
2. Higher level of awareness on staff selection process for special education programs.	11 65%	5 29%	1 06%	0
3. Recommended competencies described were of assistance.	15 88%	1 06%	1 06%	0
4. Guidelines for certification of special education staff were clear.	9 54%	8 47%	0	0
5. Practices and techniques in the selection of personnel were helpful.	11 65%	5 29%	1 06%	0
6. Special education role descriptions helped clarify responsibilities of role.	13 76%	3 18%	0	1 06%
7. Challenges for the future are relevant to current issues.	10 59%	5 29%	2 12%	1 06%

Observation of Interviews

The group of Directors of Special Education selected as the target group for observations of staff interviews was based on the criteria as follows:

- located within the geographic area of San Antonio
- involved in one or more activities of the practicum
- willing and comfortable with observations of interviews by practitioner

There are eleven directors that are located within the San Antonio area. Three were selected and approached by the practitioner to see if they would agree to be part of the practicum activity. The three directors agreed to participate.

Two of the directors involved in the observations were participants in the self-study of the source book and also attended the seminar. The third one was a participant in the seminar only where he had occasion to review the source book.

A checklist to be used in the observations was designed and completed by the practitioner as scheduled in the time-line by April 12, 1976. The checklist was based on information and data gathered through numerous activities as follows:

- Review of literature
- Interviews with professional staff in special education
- Observation of training session in Dallas, Texas on Teacher Perceiver Interview Guide
- Professional experience in staff selection

The initial draft of the checklist was revised. After my observation of the Teacher Perceiver Interview Guide it became apparent to the practitioner that extensive training is necessary before the TPI Guide can be implemented. The training involved was beyond the scope of the activities planned for the practicum.

The observations of teacher interviews were conducted in May and June. The end of the school year activities posed a problem in scheduling mutually convenient appointments. The checklist enumerates more points than is possible to observe in an interview such as reference checking by mail and the study of transcripts and biographical data. These points were determined through conversations with interviewer.

Observation of Interviews Evaluation: Two of the Directors of Special Education use the technique of posing situational problems to the interviewee. The three directors checked such characteristics as poise, enunciation, appearance and manner of dress. One did not use a checklist for notations but would review the reference folder and all data available again before making a staff selection.

One of the directors was very structured during the interview. They all attempted to make the teacher interviewee feel at ease. One of the directors stated that from the moment of greeting the interviewee to the time of depature, the applicant is being evaluated.

Table 10 is a graphic presentation of the evaluation of interviews observed by the practitioner. It constitutes product evaluation of selected practicum activities. Please see next page for Table 10.

TABLE 10.

Product Evaluation of
Interview Observations

(N = 6)

Techniques and Practices in Staff Selection	Observed No.	Observed %	Not Observed No.	Not Observed %
1. Interview - single applicant				
· Professional Objectives	4	67%	2	33%
· Philosophy of life	4	67%	2	33%
· Intellectual ability	6	100%		
· Relates to and with other people	6	100%		
· Past experience and effective performance	6	100%		
· Compares with others in similar jobs	4	67%	2	33%
· Reasons for relocating	6	100%		
· Special areas of competence	6	100%		
· Strengths	4	67%	2	33%
· Weaknesses	4	67%	2	33%
· Outlook, attitudes, opinions of what constitutes employer/employee relationships	4	67%	2	33%
· View of position being considered	4	67%	2	33%
· Technical skills	4	67%	2	33%
2. Interview - group of applicants			6	100%
3. Biographical information	4	67%	2	33%
4. Reference checking	6	100%		
5. Rating Scales	4	67%	2	33%
6. Problem Solving	2	33%	4	67%
7. Transcripts	6	100%		

TABLE 10 (Cont'd)

Product Evaluation of
Interview Observations

(N = 6)

Techniques and Practices in Staff Selection	Observed No.	Observed %	Not Observed No.	Not Observed %
8. Sociometric devices			6	100%
9. Personality check	4	67%	2	33%
10. Characteristics Check	6	100%		

Application of Improved Staff Selection Process by Practitioner

The decision to address the problem of procedures for staff selection was based on the practitioner's concern with the improvement of current practices. As the many activities of this practicum were being implemented, a slow but steady change occurred in the procedures being applied by the practitioner in staff selection for the Department of Special Education.

Prior to the practicum activities, the process applied for staff selection was as follows:

- Interview (unstructured)
- Review of reference folder
  - Biographical information
  - Letters of recommendation
  - Study of transcript
- Interview by school principal

The process currently applied has undergone a definite change. The interview is more structured and the practitioner has developed a set of questions that are posed to all interviewees. See following page.

Interview Questions Guide

To be used in interviews for the selection of teachers in special education. Questions do not have to be asked in sequence.

---

1. Why did you want to become a teacher?
2. Will you describe an effective teacher?
3. What do you enjoy most about teaching?
4. What is your philosophy of education?
5. How can you get students to be excited about learning?
6. What unique qualities do you possess that we should consider?
7. Why do you want to teach in our district?
8. Please give me your thoughts on some recent educational literature that impressed you?
9. What are your personal goals or aspirations?
10. What do you feel is wholesome about American education today?
11. What should be improved in American education today?
12. To what extent should students be involved in determining what should be taught and how it should be taught?
13. How would you provide a rich educational environment in your classroom?
14. How well organized are you?
15. How many students can you adequately interest in a resource program at any given time? Self-contained classroom? (Qualify, MR, ED, etc.)
16. Please tell me what instructional materials you would use regularly.
17. What teaching techniques work best for you?
18. Would you describe yourself as a team person or an individual achiever?
19. Please react to the job description prepared for the position for which you are applying.
20. What are your plans for furthering your professional growth?
21. Please tell me about the methods of evaluation that you would use?

22. What, in your opinion, are the best ways to communicate with parents?

23. How would you individualize instruction for resource students? Self-contained? (Qualify-EMR, ED, TMR, etc.)

24. A moderately involved (LLD) elementary student in having difficulty with reading. How would you help him?
(ED - behavior; TMR - socialization... Adapt question to classroom situation.)

25. A sixteen (adapt age) year old secondary student is demonstrating inappropriate behavior in a resource class. (Self-contained class) What would you do to help him?

Notes are made by the practitioner on the responses to the questions. Central thoughts are noted as they are expressed by the applicant. In the future, the use of a tape recorder will be used for the interview, if the applicant is in agreement. It would provide a way of reviewing applicant's responses at the time of decision to recommend for employment.

Additionally, more extensive biographical data is gathered and reviewed. This is noted on a form - Interview Checklist - which was developed by the Personnel Department in the district. It permits the practitioner to rate the applicant on a scale of one to eight on the points that follow:

- Appearance
- Attitude
- Command of English
- Experience Factor
- Knowledge of Subject Matter
- Permanence
- Professional Background
- Poise
- References
- Over-all Grade Point Average

The rating of the applicant is based on the interview, review of biographical data, and other information in the reference folder. See Appendix G, pg. 65 for copy of the Interview Checklist.

Evaluation for this aspect of the practicum is based on a comparison of data gathered pre and post to the practicum activities.

The comparison which is based on two criteria is as follows: (1) type of data gathered on applicants and (2) the time element involved in the decisions made in staff selection. The difference between the pre and post staff selection process, as noted in Table 11, is not only the increase in types of selection techniques but also the quality of the techniques. The quality has increased considerably, in the opinion of the practitioner, because of the more structured interview techniques being used. Also the background information

delves more deeply into their teaching competencies and skills as well as into their background in general. Table 11 points out the differences between procedures for staff selection applied by the practitioner before and after the practicum activities. See Table 11.

TABLE 11.

Type of Data Gathered on Special Education Teacher Applicants Pre and Post Practicum Activities

Type of Data	Practicum Activities Pre	Post
Interview -		
Philosophy of educ./life	X	
Professional objectives		X
Teaching competencies		X
Teaching strengths/weaknesses	X	X
Teaching styles		X
Interview (set of questions)	X	X
Interview Checklist (Rating Scale)		X
Background Information		
Characteristic check (Poise...)	X	X
Permanence	X	X
Reference Check	X	X
Personnel folder (transcript...)		
Grade point average	X	X
	X	X

The time element in reaching decisions is very difficult to compute due to a number of variables within the administrative structure of the district and the state education agency. The practitioner posed the question, if everything is in order and staff selection can procede to the actual commitment of signing a contract by the applicant, can decision be reached sooner given the improved staff selection process? The practitioner's response to the question is a definite yes.

The rationale for that statement is as follows: The practitioner has increased the types and quality of the inquiries into the applicant's background, competencies and skills. The review has increased not only in time but in intensity. Given all of the data available, the practitioner would have subjective and objective information on the applicant on which to reach an opinion to recommend for employment in the Department of Special Education. Since a hypothetical situation is being described in relation to the time element, the best estimate is that the time spent is reduced by one-third from the point of receiving the application to the point of deciding to recommend the applicant for employment. That estimate is also based on the practitioner's thirteen years as an administrator in special education.

SUMMARY OF EVALUATION

SUMMARY OF EVALUATION

The activities planned were evaluated as indicated in the Program Design Chart and the Evaluation Model described in the practicum proposal. See Appendix A, pg. 54 for a copy of the Program Design Chart and Appendix H, pg. 66 for the Evaluation Model implemented by the practitioner to evaluate effectiveness of the practicum.

Needs Assessment

A series of interviews were conducted by the practitioner to assess needs as perceived by Directors of Special Education and other professionals in special education related to the process of staff selection for special education. The specific needs identified were as follows:

- Assessment of special education staff competencies
- Specific training of special education administrators in staff selection techniques and procedures
- Certification standards for special education staff – clarified
- Quality control of candidates for teacher and administrator training program.

The context and input evaluation achieved from the needs assessment led to the identification of the specific objectives for the source book as well as for the practicum as a whole. The objectives identified are as follows:

- To provide experiences for Directors of Special Education that will impact and change the staff selection process for special education.
- To evaluate activities implemented for practicum.

Program Planning

The planning phase - context and input evaluation - consisted of the review of the literature, development of the program activities and the designing of the evaluation instruments. These instruments were the source of information which permitted the practitioner to do formative evaluation. It provided

data used for effective planning. The evaluation tools designed also provided the data on how well practicum objectives were reached. The evaluation instruments designed by the practitioner were as follows:

- Pre/post Test for Source Book (Appendix B) p. 59.
- Evaluation instrument for Source Book (Appendix F) p. 64.
- Set of Interview Questions
- Interview Observations Checklist - Product Evaluation, Appendix I p. 67.

Implementation and Progress Evaluation.

The activities described in the proposal were implemented as planned. A summary of the evaluation of each activity follows.

Mini-course Self-study: The self-study by the Directors of Special Education was assessed through the use of a pre/post test. The results indicate gains by the three Directors of Special Education of from 44% to 56%. The three participants achieved 75% correct responses on the post test which was the criterion for mastery of source book content set by practitioner. The target group also evaluated the source book. Table 4, pg. 22 indicates that self-study participants feel that the objective identified for the source book were met. The other six questions were rated from 60% or highest point on the five-point rating scale to 20% or one point on the scale on the effectiveness of source book.

Seminar: The seminar evaluation results are noted on Table 5, p. 30. The extent to which objectives were met was rated at "Very High" by 50% and "High" by 37% of the participants. The degree to which interaction with participants was allowed received the highest rating - 87% (7 directors). Sixty-three indicated that the seminar contributed to their professional growth.

Dissemination of Source Book: Seventeen evaluation forms were returned out of the 22 packets mailed to a population of special education and other professionals in special education throughout the state. Table 9, p. 37 describes the evaluation of the source book as perceived by the dissemination group. The results indicate that five of the seven questions were rated from 65% to 88% at 5, the highest point on the rating scale. Twelve persons (or 71%) indicated that the objectives were reached.

Based on the feedback of the evaluation instruments and critiques by other professionals in special education, revisions of the source book were made by the practitioner. The arrangement was re-organized and content in practices and techniques in staff selection were added. See Appendix J, p. 71 .

Observations of Interviews: Three Directors of Special Education were observed in the process of conducting teacher interviews. The techniques and practices used by these three individuals in their interviews are noted in Table 10, pg. 40. The three directors had been involved in the seminar and/or the self-study. The techniques used by the three included: interviews (unstructured), reference checking, review of transcripts, and evaluation of teacher characteristics.

Application of Improved Staff Selection Process by Practitioner: The procedure used to interview applicants in special education changed as the activities of the practicum were completed. The process is now more structured or systematized and the time element in reaching a decision to recommend for employment has been hypothetically reduced by one third.

Outcome Evaluation

The evidence provided by the evaluation activities conducted as an integral part of the practicum indicated that the identified objectives have been reached and, therefore, the practicum was successful.

CONCLUSIONS

CONCLUSIONS

The problem selected was a challenge to the practitioner. The activities implemented as the practicum were well received by the participants. The overall result achieved is that a special education administrator can tailor a staff selection process for the program that reduces the time element and increases the quality of staff selections. Therefore, it is a cost effective practice that is worthy of replication.

Other conclusions that can be surmised from the activities completed are as follows:

- Mini-Course Self-Study. The source book developed by the practitioner was the base for the self-study. It may be used by a Director of Special Education or whoever is responsible in the school district for staff selection as a quick review or self-study. The purpose, of course, would be self-improvement in the application of procedures for staff selection in special education. The practices mentioned in the source also have applicability to the selection of staff for the regular school program.

- Seminar: "Changing the Staff Selection Process. The seminar, as implemented by the practitioner, may be used as a training session for new Directors of Special Education in a region. An Education Service Center may use it as is or could expand it to a session of several days. It would permit in-depth study of numerous techniques as well as the opportunity to implement role playing.

- Dissemination of Source Book. The development of any type of study guide may be enriched by securing the input of a good sampling of the professional colleagues that would benefit from such a guide.

- Observations of Interviews. The observation of the techniques applied in staff selection may be evaluated by a peer, or peers, within the school district or from a neighboring district. This technique would provide an evaluation of one's growth in the development of staff selection techniques.

- The entire "package" - seminar, source book, observations, and other activities that could be developed - are worthy of replication by an Education Program Center as a training session for public school administrators.

- The set of questions developed by the practitioner to structure an interview more effectively may be adapted to meet the needs of other special education administrators.

- The evaluation instruments may be used as they are or may be adapted, if an activity is replicated by a school district or an education center.

RECOMMENDATIONS

RECOMMENDATIONS

The various activities which comprise the practicum were of great benefit not only to the participants, as evidenced by the evaluation,results, but also to the practitioner. It is hoped that some or all of the activities will be replicated by other school administrators who share the practitioner's concern on current procedures for staff selection. The practicum had a decided impact on a small population of administrators in special education in a given geographic area. The problem has not been eradicated, though, and a great deal of training and renewal of skills is still needed, if the process of personnel selection for special education staff is to be significantly changed and improved. Specific recommendations are as follows:

- Replication of practicum activities
- Demonstration of interview techniques be included in state and local conferences on special education
- Periodic sessions be held among Special Education Directors to discuss mutual problems and to keep open channels of communication
- Results of practicum be shared with other administrators in the field through publications in state special education journals.

APPENDICES

APPENDIX A

PRACTICUM DESIGN CHART

Objective	Activity	Time-Line*	Evaluation (Context - Input)
Planning Practicum 1.1 Practitioner will conduct needs assessment to identify problem areas in the planning and selection of staff for special education programs.	1.1 Vidaurri will design an interview form reflecting known concerns in staff selection and certification	1.1 Sept. 10-30	1.1 Form designed to be used in interviews
	1.2 Vidaurri will interview four Directors of Special Education, four Personnel Directors, a certification official from the State Education Agency, and three college/university Sp. Ed. Dept. Chairmen (some members of Advisory Council included.	1.2 Oct. 1 - Nov. 14	1.2 Form applied and completed at interviews
	1.3 Survey literature for research findings on competencies of successful special education staff.	1.3 Aug. 1 - Nov. 30	1.3 Data collected from survey of literature

*Modifications are identified where needed.

Objective	Activity	Time-Line	Evaluation (Context - Input)
Designing and Developing Practicum			
2.1 Practitioner will collect data from needs assessment, analyze and organize findings.	2.1 Collect and Analyze data from search of current literature on competencies of successful special education staff.	2.1 Oct. 15 - Dec. 15	2.1 Summary of literature search
	2.2 Collect and analyze data from interviews of of directors, a state certification officer, and college/university Sp. Ed. Department Chairmen.	2.2 Nov. 14 - Dec. 1	2.2 Analyze data - prepare necessary tables
	2.3 Plan, design and complete mini-course self-study which will consist of a sourcebook.	2.3 Nov. 15 - Nov. 30	2.3 Sourcebook - rough draft
	2.4 Plan and design a one day seminar "Changing the Staff Selection Process," for Directors of Special Education.	2.4 April 1 - May 10	2.4 Evaluation instrument
	2.5 Plan and design pre and post-test for sourcebook and an evaluation form for feedback on effectiveness of sourcebook.	2.5 Mar. 20 - Mar. 25	2.5 Pre/post test and evaluation form
	2.6 Plan and design a checklist to be used by practitioner in the observations of interviews by Directors of Special Education.	2.6 April 10 - April 15	2.6 Observation checklist

Objective	Activity	Time - Line	Evaluation (Context - Input)
	2.7 Plan & design evaluation instrument for seminar.	2.7 April 30 - May 5	2.7 Evaluation instrument (Process & Product)
Implementing Practicum 3.1 Practitioner will implement a series of activities to achieve a change in the process of staff selection in special education programs.	3.1 Present plan of activities to Advisory Council for review and critique.	3.1 Jan. 3 - 12 April 10 - 25	3.1 Summary of recommendation
	3.2 Conduct one day seminar for directors of special education on staff selection procedures.	3.2 May 26	3.2 Evaluation instrument completed by participants
	3.3 Initiate the mini-course self-study. A target group of Directors of Special Education will undertake the mini-course utilizing the sourcebook as a base. This parallel procedure will reinforce seminar activities.	3.3 May - June	3.3 Pre/post test. 79% correct on post-test is criterion for mastery.
	3.4 Disseminate sourcebook to a larger population of Special Education Directors and other professional colleagues.	3.4 April 15 - May 10	3.4 Note number of sourcebooks disseminated and number of responses received.
	3.5 Make observations of interviews conducted by target population of directors who attended the seminar and/or did the mini-course self-study.	3.5 May 10 - 25	3.5 Completed observation checklist

Objective	Activity	Time-Line	Evaluation (Context - Input)
	3.6 Apply information gathered for sourcebook to the teacher interviews being conducted by practitioner for the department.	3.7 April 12 - May 31	3.8 (1) Compare data gathered on teacher applicants pre and post practicum activities. (2) Compare time element in the decisions made on staff selection.
Evaluation of Practicum 4.1 Practitioner will conduct formative and summative evaluation activities.	4.1 Formative (or process) evaluation will consist of the evaluation instrument used after implementation of the various practicum activities such as the pre/post test for mini-course self-study, seminar, and dissemination.	4.1 March - June 10th	4.1 Completed evaluation instruments -
	4.2 Summative (product) evaluation will be reflected through analysis and summary of the observation checklist data.	4.2 May 1 - May 30	4.2 Report of observation checklist data
	4.3 Analysis of the time element in the selection of staff after practicum activities are completed, will also yield product evaluation.	4.3 May 1 - May 30	4.3 Finished report
	4.4 Narrative description of evaluation activities.	4.4 May - June	4.4 Finish product: MAXI II report.

Objective	Activity	Time-Line	Evaluation (Context - Input)
Writing Practicum 5.1 Practitioner will write report of practicum activities	5.1 Upon completion of an activity, the practitioner will write up that portion or the practicum. The complete report will be finished by June 10, 1976.	5.1 Oct. 30 - June '76	5.1 Finished product: Practicum report (see section on evaluation in narrative section).

80 A

80 B

APPENDIX B

Special Education
Staff Selection Process

DIRECTIONS: Mark T or F for each statement as indicated by blank next to the statement number. Some questions have specific directions.

Pre ____

Post ____

CERTIFICATION STANDARDS

(1) Teachers must be certified at the time of service in the area of specialization in which they are employed, regardless of the source of funds.

1. _____

(2) A teacher's certificate may be cancelled by certain circumstances prescribed by law such as:

2. _____ conducting school or teaching activities in violation of state laws
3. _____ substantiated evidence that teacher is unworthy to instruct youth
4. _____ substantiated evidence that the teacher is mentally ill

(3) Special education areas are awarded endorsements to provisional or professional certificates except the following -

5. _____ blind and visually impaired
6. _____ Deaf and/or severely hard of hearing and speech
7. _____ Communications Disorders

(4) No special certification is needed to teach in the following assignments:

8. _____ Homebound or hospitalized class
9. _____ Pregnant students class
10. _____ Physically handicapped class

(5) Special Assignment Permits are available to persons who hold Provisional Certificates but who are assigned to teach in areas other than those covered by their certificates

11. _____

(6) Special Assignment Permits are not issued in the areas of the blind and deaf

12. _____

STAFF SELECTION PRACTICES

(7) Interviews, reference checking, and transcripts are subjective but very reliable tools for staff selection.

13. _____

(8) Interviewing is an acquired skill which draws on science in several of its aspects

14. _____

(9) Research indicates that interviews are best for measuring persuasiveness

15. _____

(10) The "Halo Effect" phenomenon occurs when the interviewer identifies numerous desirable characteristics and competencies in an applicant

16. _____

(11) Great success has been experienced by employers who make a practice of hiring the handicapped

17. _____

(12) The Teacher Perceiver Interview Guide can be used to plan a self-improvement program for teachers.

18. _____

APPENDIX C

May 17, 1976

Dear _____,

You are invited to attend a SEMINAR on "Changing the Staff Selection Process." This SEMINAR is being presented as partial fulfillment for a post-graduate study. It is being held at Incarnate Word College--Marion Hall.

WHEN: Wednesday - May 26, 1976

TIME: 10:00 a.m. - 12:00 - Seminar Activities
12:00 noon - 1:30 - Lunch
1:30 p.m. - 2:00 - Sharing of Staff Selection Procedures

PURPOSE: To present ideas and techniques to improve the staff selection process for Special Education Departments

Enclosed is the agenda for the Seminar. If you wish to bring forms or check lists used in staff selection in your district to share with the participants, please do so. Ten to fifteen persons are expected.

Sincerely,

_____
Otilia V. Vidaurri

Enclosure

SRI TEACHER PERCEIVER ACADEMY

YOUR GREATEST CONTRIBUTION TO MANKIND. . .

Is to be sure there is a teacher in every classroom who cares that every student every day learns and grows and feels like a real human being. The SRI Teacher Perceiver Academy offers a way to accomplish this task through careful, sophisticated selection and development of teachers who are truly committed to students.

The effective selection, placement, and development of outstanding teachers is the best way for you to facilitate the growth of students. With today's abundance of teachers, the expenditure of school funds and administrative energy need not be devoted to less than the very best teachers. The obstacle, however, is how to identify the best. SRI Perceiver Academies can help you select and develop the most outstanding teaching talent available.

THE TEACHER PERCEIVER PROCESS WORKS. . .

The Teacher Perceiver Interview Process is capturing the imagination of educators all across the country: Some of the country's most outstanding educational leaders are involved in The Teacher Perceiver Academy. We are currently working with schools in nearly twenty states from Georgia to Washington; from Texas to Minnesota. Current participants express excitement about what their involvement with the Academy has meant in terms of their own personal development as well as its implications for the growth and development of their school districts. . .

"Comments following the interview have been overwhelmingly positive. Many (candidates) have volunteered the comment that it is the best interview they have had. . .A veteran teacher said the other day that for the first time she was leaving an interview situation with the feeling that the interviewer had a good picture of her as a teacher. She also indicated that if the questions reflected our system's philosophy that it would be a privilege to teach in the system."

Ralph E. Pollock
Director of Personnel
Westerville City Schools
Westerville, Ohio

"After recognizing that our approach to teacher selection was 'by the seat of the pants', we were excited to learn of the SRI Teacher Perceiver Interview Process. We now feel, after implementing it, that it has more clearly enabled us to differentiate between the mediocre and the gifted teacher in an objective manner."

Patrick G. Pomeroy
Assistant Superintendent
Mesa Public Schools
Mesa, Arizona

"I never realized how valuable an instrument the Teacher Perceiver Process is not just for identifying the good teacher but perhaps more importantly for helping those already in the profession to grow and develop as professionals and as human beings. The support and insights offered to teachers by the Teacher Perceiver Process is invaluable."

Rev. Albert C. Lousprs, S.J.
Director of Secondary Education
New Orleans Province of The Society of Jesus
New Orleans, Louisiana

THE PERCEIVER PROCESS. . .

Through over twenty years of researching the best talent in education, SRI Perceiver Academies has established a process for identifying the very best administrative and teaching talent. The process involves a structured, stress-free interview which is used to identify the success patterns, or basic life themes within the person. Separate interviews have been developed for administrators and teachers. We believe if you want to know about a person it is best to ask them, and then believe what that person says. This interview process is direct, quite simple, yet revolutionary, and the results have been highly predictive of on-the-job performance. The interview provides a keen understanding of each person's strengths, motivations and values—an understanding necessary in personalizing staff development.

PERCEIVER ACADEMIES SEMINAR PROGRAMS. . .

SRI Perceiver Academies provides comprehensive training opportunities which can help you develop the insight and understanding necessary for installing either the administrator or teacher system of selection and development in your school. Our objective is to help you learn these unique and effective interview processes.

The training programs for the Administrator Perceiver Process and the Teacher Perceiver Process are separate. You must enroll in one or the other separately. However, one is not a prerequisite for the other, and you may select either.

In either training program, you begin with a three-day Introductory Seminar which will provide an overview of the process and an opportunity for you to test your skills in "perceiving" the presence or absence of talent through the use of the interview guide. From the insights gained during the Introductory Seminar, you will be able to more effectively choose the specific ways in which you intend to continue your development with the Academy. Follow-up training in addition to the three-day session is necessary to build confidence and competence in the use of the interview guide.

The necessary follow-up training and resultant certification as an SRI Teacher or Administrator Perceiver Specialist can be secured through correspondence, through attendance at Continuation Seminars, or a combination of the two.

These and other options will be discussed at the Introductory Seminar sessions. Dates and locations are listed on back of this brochure.

SRI PERCEIVER ACADEMIES STAFF. . .

Donald O. Clifton, Ph.D., President
Victor A. Cottrell, Ed.D. Executive Director, A.P.A.
Kenton R. Hill, M.A., Executive Director, T.P.A.
Bette McConaughey, Associate Coordinator
Jo Ann Miller, M.A., Executive Coordinator
Gale D. Muller, Ph.D., Executive Director, SRI-P.A.
William J. Preuss, Ed.D., Senior Analyst
Connie A. Rath, M.A., Executive Associate
Edward Tafoya, B.S., Executive Associate

Perceiver Specialists from local school districts also serve as co-leaders.

SRI ADMINISTRATOR PERCEIVER ACADEMY

GREAT SCHOOLS DO NOT JUST HAPPEN. . .

Outstanding schools are the result of a tremendous amount of thought, planning and effort by managers who can multiply—managers who can mobilize the human resources within our schools. Our research suggests the best way to help a school system reach its objectives is to select and develop managers who can help persons within the school grow and achieve their goals.

Careful, sophisticated selection and development of administrators, who can facilitate the growth and development of teachers, is essential to maximize the growth of students.

THE ADMINISTRATOR PERCEIVER PROCESS WORKS. . .

The Administrator Perceiver Process has been enthusiastically accepted by educational leaders throughout the country. Educators involved in the Academy include:

Dr. George Bailey, Supt. of Schools
Northglenn-Thornton School District
Denver, Colorado

Darrell Bostick, Assistant Supt. of Personnel
South-Western City Schools
Grove City, Ohio

Dr. George Carnie, Supt. of Schools
Worthington, Ohio

Dr. Sam Scarnato, Deputy Supt.
New Orleans Public Schools
New Orleans, Louisiana

Dr. Paul Toms, Supt. of Schools
York, Nebraska

CHOICE OF SERVICES

The Administrator Perceiver Academy. . .

- Conducts regular sessions to teach administrators to use the Administrator Perceiver Interview.
- Studies the administrative strengths of current administrators and consults with schools toward greater utilization of the administrative talent currently in the district.
- Assists school boards in the selection of Superintendents of Schools and other Central Office Administrators.
- Assists in the formation of personalized growth plans for school administrators.
- Conducts administrator development workshops.

SRI TEACHER PERCEIVER ACADEMY

INTRODUCTORY SEMINARS

You can begin the Teacher Academy Training Program by attending any one of the following Introductory Seminars:

LINCOLN, NEBR.
January 7-8-9
March 31–April 1-2
June 8-9-10

CHICAGO, ILL.
January 12-13-14
March 9-10-11
May 4-5-6
June 22-23-24
August 3-4-5

COLUMBUS, OH.
January 19-20-21
April 6-7-8
July 6-7-8

CLEVELAND, OH.
February 24-25-26
May 11-12-13
August 10-11-12

DENVER, COLO.
January 27-28-29
March 16-17-18
April 27-28-29
June 15-16-17
July 20-21-22

NEW ORLEANS, LA.
February 2-3-4
April 13-14-15
June 29-30–July 1

MINNEAPOLIS, MINN.
February 10-11-12
March 23-24-25
May 17-18-19
July 27-28-29

PHOENIX, AZ.
February 17-18-19
April 27-28-29
August 17-18-19

DALLAS, TEX.
January 7-8-9
April 21-22-23

HOUSTON, TEX.
March 2-3-4
July 13-14-15

PINEDALE, WYO.
March 23-24-25
May 4-5-6

ST. LOUIS, MO.
February 3-4-5

ATLANTA, GEO.
February 10-11-12

SEATTLE, WASH.
March 2-3-4

BOSTON, MASS.
March 8-9-10

McALESTER, OKLA.
March 29-30-31

LOS ANGELES, CALIF.
March 31–April 1-2

COLUMBIA, S.C.
May 17-18-19

TERRE HAUTE, IND.
June 23-24-25

RALEIGH, N.C.
July 12-13-14

You can arrange for a special Introductory Seminar at a time and place of your own choosing. Contact the Teacher Perceiver Academy for details.

CONTINUATION OF COMPETENCY SEMINARS

After the Introductory Seminar you can continue your training as a Teacher Perceiver Specialist through attendance at any of the following Continuation for Competency Seminars:

LINCOLN, NEBR.
January 7-8
March 31–April 1
June 8-9

CHICAGO, ILL.
January 12-13
February 12-13
March 9-10
April 8-9
May 4-5
June 1-2
June 22-23
August 3-4

COLUMBUS, OH.
January 19-20
April 6-7
July 6-7

CLEVELAND, OH.
February 24-25
May 11-12
August 10-11

DENVER, COLO.
January 27-28
February 19-20
March 16-17
April 27-28
May 25-26
June 15-16
July 20-21

NEW ORLEANS, LA.
February 2-3
April 13-14
June 29-30

MINNEAPOLIS, MINN.
February 10-11
March 23-24
May 17-18
July 27-28

PHOENIX, ARIZ.
February 17-18
April 27-28
May 17-18
August 17-18

DALLAS, TEX.
January 7-8
April 21-22

HOUSTON, TEX.
March 2-3
July 13-14

PINEDALE, WYO.
March 23-24
May 4-5

ST. LOUIS, MO.
February 3-4

ATLANTA, GEO.
February 10-11

SEATTLE, WASH.
March 2-3

BOSTON, MASS.
March 8-9

McALESTER, OKLA.
March 29-30

LOS ANGELES, CALIF.
March 31–April 1

COLUMBIA, S.C.
May 17-18

TERRE HAUTE, IND.
June 23-24

RALEIGH, N.C.
July 12-13

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SRI ADMINISTRATOR PERCEIVER ACADEMY

INTRODUCTORY SEMINARS

You can begin the Administrator Academy Training Program by attending any of the following Introductory Seminars:

LINCOLN, NEBR.
January 19-20-21
March 29-30-31
June 7-8-9

CHICAGO, ILL.
March 8-9-10
May 3-4-5
June 21-22-23
August 2-3-4

DENVER, COLO.
January 26-27-28
March 15-16-17
April 26-27-28
June 14-15-16
July 19-20-21

NEW ORLEANS, LA.
February 4-5-6
April 12-13-14

CLEVELAND, OH.
February 23-24-25
May 10-11-12
August 9-10-11

HOUSTON, TEX.
March 1-2-3
July 12-13-14

COLUMBUS, OH.
April 5-6-7
July 5-6-7

MINNEAPOLIS, MINN.
July 26-27-28

You can arrange for a special Introductory Seminar at a time and place of your own choosing. Contact the Administrator Perceiver Academy.

CONTINUATION FOR COMPETENCY SEMINARS

After the Introductory Seminar you can continue your training as an Administrator Perceiver Specialist through attendance at any of the following Continuation for Competency Seminars:

LINCOLN, NEBR.
January 20-21
March 30-31
June 8-9

CHICAGO, ILL.
March 9-10
May 4-5
June 22-23
August 3-4

DENVER, COLO.
January 27-28
March 16-17
April 27-28
June 15-16
July 20-21

NEW ORLEANS, LA.
February 5-6
April 13-14

CLEVELAND, OH.
February 24-25
May 11-12
August 10-11

HOUSTON, TEXAS
March 2-3
July 13-14

COLUMBUS, OHIO
April 6-7
July 6-7

MINNEAPOLIS, MINN.
July 27-28

SRI PERCEIVER ACADEMIES
2546 South 48th Street
PO Box 6438
Lincoln, Nebraska 68506
(402) 489-0351

SRI PERCEIVER ACADEMIES

DEDICATED TO THE SELECTION, PLACEMENT, AND DEVELOPMENT OF TEACHERS WHO CARE THAT EVERY STUDENT, EVERY DAY, LEARNS AND GROWS AND FEELS LIKE A REAL HUMAN BEING.

TEACHER PERCEIVER ACADEMY
ADMINISTRATOR PERCEIVER ACADEMY

DEDICATED TO THE SELECTION, PLACEMENT, AND DEVELOPMENT OF EDUCATIONAL LEADERS WHO CAN MULTIPLY THEIR TALENT TO MOBILIZE THE CARING FORCES WITHIN A SCHOOL

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1976 SCHEDULE

APPENDIX E

As a specialist in education your expertise and views are very valuable to me. I am attempting to complete a practicum as part of a post graduate program in which the staff selection process for special education will be examined and a plan to improve it will be designed and validated. Enclosed please find three items; (1) Sourcebook, (2) evaluation form, and (3) self-addressed, stamped envelope.

The sourcebook is a significant part of the project. Will you take a few minutes of your time to review it and complete the evaluation form quite candidly? Modification and revisions will be made based on the feedback received. Your contribution and assistance are greatly appreciated.

If for some reason you cannot do this, please return the complete package to me. The cost of xeroxing is astronomical!

Sincerely,

Otilia V. Vidauarri

APPENDIX F

EVALUATION

DIRECTIONS: Please circle the number, on the five point scale, which best represents your reaction. The higher the number circled, the more you agree with the statement. A number "3" denotes no opinion.

---

1. To what degree were the objectives of the source book met?

   Low Degree 1 2 3 4 5 High Degree

2. I have reached a higher level of awareness of the staff selection process for special education personnel.

   No Awareness 1 2 3 4 5 High Awareness

3. The "Recommended Competencies for Special Education Staff Roles" will be of assistance in the selection of staff.

   No Assistance 1 2 3 4 5 Great Assistance

4. The new Guidelines for Certification of School Personnel in the State of Texas are clearly described.

   Not Clear 1 2 3 4 5 Very Clear

5. The section on "Practices and Techniques in the Selection of Personnel" was helpful.

   Not Helpful 1 2 3 4 5 Most Helpful

6. The "Special Education Role Descriptions" helped to clarify the responsibilities inherent in each role.

   Not Helpful 1 2 3 4 5 Most Helpful

7. The section on "Challenges for the Future" is relevant to current issues.

   Not Relevant 1 2 3 4 5 Very Relevant

Comments: _____

GENERAL DATA ON REVIEWER

POSITION:

Director of Sp. Ed. _____
Coordinator _____
Other Admin. _____
Director of Personnel _____
Professor of IHE _____
ESC - Staff _____
Other - Specify _____

DISTRICT TYPE:

Suburban _____
Urban _____
Inner City _____
Cluster or Coop. _____
Rural _____
ESC Region _____

DISTRICT SIZE:

500 - 10,000 _____
10,000 - 25,000 _____
25,000 - 50,000 _____
50,000 - 100,000 _____
100,000 - above _____
Region _____
Not apply _____

. ED. PROGRAMS IN SCHOOL DISTRICT:

P _____
EMR _____
TMR _____
MBI _____
LLD _____
ED _____
Deaf _____
H of H _____
Blind _____
Vis. H. _____
Deaf/Bl. _____
Speech _____
Phy. H. _____
Homebound _____
VAC _____
Contract Serv. _____

SPECIAL EDUCATION STUDENT POPULATION:

100 - 300 _____
301 - 500 _____
501 - 700 _____
701 - 1000 _____
1001 - 2000 _____
2,001 - 3,000 _____
3,001 - 5,000 _____
5,001 - 6,000 _____
6,001 - 10,000 _____
ESC Region _____
Not apply _____

INSTITUTION OF HIGHER EDUCATION:

Student Enrollment

Sp. Ed. endorsements offered _____

MBI _____ MR _____ Deaf/H. Imp. _____
LLD _____ Speech _____ Blind/Vis. Imp. _____
ED _____ ECE _____ Multi-H. _____
Generic _____ Other _____ Other _____

Total number recommended for certification last year in Special Education _____.

APPENDIX G

INTERVIEW CHECKLIST

(Circle one) Mr. / Mrs. / Miss / Ms. _____

Subject area(s) or grade level(s) preferred _____ Years of Experience _____
(List at least two in order of preference)

Do you have a Texas Teacher Certificate? (Circle one) Yes / No If "No", please explain _____

Marital Status: (Circle one) Single Married Widowed Divorced Separated

If married, spouse's name _____ occupation _____

Number and age(s) of children _____

How many days of absence have you had from work in the past two years? _____

Height _____ Weight _____

INTERVIEW EVALUATION (Check appropriate blocks)

	HIGHLY RECOMMENDED	RECOMMENDED			ACCEPTABLE			NOT RECOMMENDED	NO BASIS FOR JUDGMENT
1. APPEARANCE	8	7	6	5	4	3	2	1	
2. ATTITUDE									
3. COMMAND OF ENGLISH									
4. EXPERIENCE FACTOR									
5. KNOWLEDGE OF SUBJECT MATTER									
6. PERMANENCE									
7. PROFESSIONAL BACKGROUND									
8. POISE									
9. REFERENCES									
10. OVER-ALL GRADE POINT AVERAGE	Honors	4.0			3.0		2.0	1.0	

Comments

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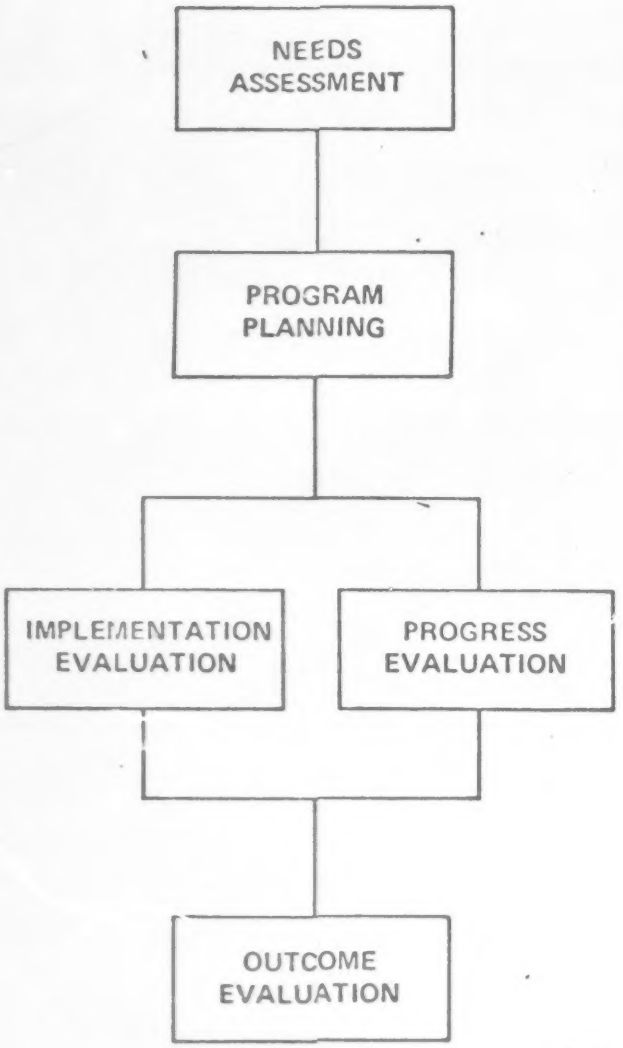
Date _____ Interviewer _____

APPENDIX H

EVALUATION MODEL



Needs Assessment involves stating the objectives to be met and determining how well an existing program is meeting these objectives. This information is used to identify school or program needs.

In Program Planning, the evaluator provides the project director with tools to help make planning decisions. He also builds into the program the procedures that will be needed for assessing whether or not it is operating as planned and how well it is achieving its objectives.

Implementation Evaluation is a monitoring process to determine the extent to which the specified elements of the program have been implemented as planned.

Progress Evaluation provides information about the progress of the program's components in meeting the program's objectives. This information is used to modify the program where necessary.

Outcome Evaluation provides information about the success of the entire program. This information can support a decision to maintain, modify, expand, or discontinue the program.

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APPENDIX I

PRODUCT EVALUATION CHECKLIST
INTERVIEW OBSERVATIONS

PURPOSE: To be used in observations during interviews by directors (or designated staff) in the process of staff selection.

Date of Observation: _____
Type of Position: _____ Supportive _____ Teacher _____ Aide _____
Years of Experience: _____
Bachelor's _____ Masters _____ Doctorate _____
Certificate: _____ Elementary _____ Secondary _____
Special Endorsements: _____
Position applied for: _____

Observations of Techniques and Practices in Staff Selection: Check in + - observed: o - not observed	+	o
1. Interview - single applicant		
. Philosophy of life		
• Professional Objectives		
• Intellectual ability		
• Relates to and with other people		
• Past experience and effective performance		
• Compares with others in similar jobs		
• Reasons for relocating		
• Special areas of competence		
• Strengths		
• Weaknesses		
• Outlook, attitudes, opinions of what constitutes employer/employee relationships		
• View of positing being considered		
• Technical skills		
2. Interview - group of applicants		
3. Biographical information		
4. Reference checking		
5. Rating Scales		
6. Situational (Problem Solving)		
7. Transcripts		
8. Sociometric devices		
9. Personality check		
10. Evidence of "Halo Effect"		

APPENDIX J

SOURCE BOOK

(Attached under separate cover)

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